Tier I and II FY2009 Schools
Application for Year 3 Continued Funding

Tier I and II FY2010 Schools
Application for Year 2 Funding

1003(g) School Improvement Grant (SIG) Application

Due: June 1, 2012

Approved 8/31/2012: JGarland

Please complete this application for <u>each school</u>.

PART I: DIVISION INFORMATION

School Division Name:	King and Queen County Public Schools				
Division Contact:	Linda G. Staylor				
Telephone of Division Contact (include extension if applicable):	434-298-7847		Fax:	434-767-4821	
Email of Division Contact:	lstaylor@dishmail.net				
Name of School	Central High School	2012-2013 Grade Span	8-12	Projected School Membership	256
	Current Percent Identified as Disadvantaged	55.96%	Current Percent Students with Disabilities	11.8%	Current Percent Limited English Proficient	0%
Name of Principal	Bernard Davis, III				
Telephone of Principal	804-785-6102				
Email of Principal	bdavis@kqps.net				

*<u>Assurances</u>: The local educational agency assures that School Improvement 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB). The division agrees to these conditions of award:

The LEA must assure that it —
1. Ensures schools receiving SIG funds as a Tier I or II school currently implementing a transformational or restart model continue to implement the model according to the timeline indicated in its approved application for SIG funding.
2. Uses its SIG funds to implement fully and effectively a model in each Tier I and Tier II school, that the LEA commits to serve, consistent with the final SIG requirements;
3. If implementing a restart model in a Tier I or Tier II school, includes in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
4. Continues to implement all requirements of the USED turnaround initiative principles by:
   - providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
   - ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (2) preventing ineffective teachers from transferring to these schools; and (3)

providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;

- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
- strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
- using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
- establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
- providing ongoing mechanisms for family and community engagement.

5. Uses Indistar™, an online school improvement tool, for the following:
    - establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
    - collecting meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
    - setting leading and lagging indicators; including monitoring leading indicators quarterly and lagging indicators annually;
    - completing analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school;

6. Ensures forty percent of a teacher's evaluation will be based on multiple measures of student academic progress. When data are available and appropriate, teacher performance evaluations incorporate student growth percentiles (SGPs) as one measure of student academic progress.

7. Uses an electronic query system (i.e., Datacation) to provide principals with quarterly data needed to make data driven decisions at the school-level;

8. Uses an adaptive reading assessment program (i.e., *iStation*) to determine student growth at least quarterly for any student who has failed the SOL assessment in the previous year, a student with disabilities, or an English language learner.

9. Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 6 or higher for all students who have failed the SOL assessment in the previous year, a student with disabilities, or an English language learner (fall, mid-year and spring at minimum).

10. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs;

11. Collaborates with assigned VDOE contractor(s) to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform;

12. Provides an annual structured report to a panel of VDOE staff and turnaround initiative leaders detailing the current action plan, current leading and lagging indicators, and modifications to be made to ensure the reform is successful;

13. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and

14. Reports to the SEA the school-level data required under the final requirements of this SIG grant.

Additional assurances may be needed for compliance pending final approval of *Virginia's Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965* (ESEA).

<u>Certification</u>: I hereby certify that, to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature:	*Charles L. Clare* (signature)
Superintendent's Name:	Charles L. Clare
Date:	June 1, 2012

The application must be submitted to the Office of School Improvement via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) Drop Box to Janice Garland by Friday, June 1, 2012 from the division Superintendent's office. The notification through SSWS will serve as a certification that a signed copy of the application is located in the division's files. This school will be a Title I school next year.

PART II: REFLECTION AND PLANNING

Complete responses for each question. This will guide the identification of summer, 30-day and 2012-2013 goals in Part III: Goal Setting.

A. School Climate

1. What were the most successful strategies used to change the school climate?

Capturing Kids' Hearts training, changing bell schedule from 3 to 4 minutes between classes, changing hall pass system, initiating student incentive program, motivational assemblies, expectations assemblies, enhancing school facilities, availability of supplemental instructional materials and supplies, spirit Fridays, increased technology, professional development opportunities, peer observations, on-site university classes

2. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.

Principal tried to implement centralized tardy system but students missed more class time

3. Are student behavior expectations reinforced consistently throughout the school? How has student behavior changed since the beginning of the year?

Referrals are down for both Tiger Den and discipline referrals. Consistency is still an issue and one that we continue to address.

4. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? Is it where you want it to be? If not, what can you do to make further changes?

There is a major difference. Inappropriate and loud language in halls has been minimized. Students transition to classes more quietly and quickly. Teachers are present in hallways during transitions. Classrooms are more orderly and students are more engaged in instruction. Teachers frequently positively redirect students who are off task.

5. Are there any anticipated barriers to further improving the school climate?

Whenever staff members leave, new teachers need to be brought into the culture and climate of the school. While we only have two resignations this year, it is possible that there may be additional ones. Student commitment to activities is a continual challenge.

6. What easy wins will be implemented in September 2012 to make it clear that the improvement efforts will continue and must be supported by students, staff, and parents?

Celebration of staff efforts during the week before school, continuing Capturing Kids Hearts, motivational speaker at convocation, motivational speaker for parents during September, kick off Professional Learning Community effort, administrative leadership training for principal and Dean of Students at The Harvard Institute.

7. What celebrations/strategies/practices will you use to end this school year?

End-of-year staff assembly with SOL scores published and celebrated will be held. Recognize students who have passed all SOLs with sweatshirt. Refer students to Superintendent's 600 club for special recognition at School Board. Implement staff recognition for student performance on SOL assessments. If entire school makes AYP and fully accredited, the entire staff will receive a bonus

B. Process Steps/Atmosphere of Change

1. How are all members of the Leadership Team / Improvement Team encouraged to contribute? How are all team members heard? How are their opinions considered and incorporated? Are decisions explained, with rationale behind them?

This Alternate Governance Team is a collaborative team that meets monthly and openly expressed their concerns and opinions. Disagreements are not uncommon , but usually we try to resolve these issues.

2. How are responsibilities divided amongst the team members? Are those divisions clear? Do responsible parties have the resources needed to follow through?

The principal is charged with leading his school. The LTP is responsible for professional development. The ILP is responsible for all decisions related to finance. While these divisions are clear, we usually come to consensus about what we need to do in any of these areas.

3. How are new strategies or practices monitored throughout the year? What happens if they don't seem to be working?

Monthly faculty meetings address issues related to school improvement. Monthly alternative governance team meetings discuss strategies and practices. Walk-throughs, administrator visibility, and evaluation conferences also provide a mechanism for monitoring and constructive feedback.   If there are visible indications that something is not working, that is addressed by the administration.

4. How was the momentum of the improvement effort sustained over the course of the year?

Continually adding new ideas that follow the main objectives. Alternative Governance Team members attend the Division Improvement Team meetings and share results and ideas among all schools. Reports have also been made to the School Board. The team has evolved through the phases of team development, including forming, storming, norming and performing.

C. Instruction

1. How are students identified as needing additional support in core content areas?

Staff members use disaggregated benchmark data, as well as I Station for reading and Achieve 3000. Students are also identified by observing classroom performance both during the regular school day and during the after school program.

2. How do teachers differentiate learning for students?

Some teachers provide student choices in reading projects and assignments. Some teachers use computerized instruction to differentiate. Some teachers use Marzano strategies. Individualized learning plans are developed after teachers after examined their Benchmark assessments and ILP's are identified in teacher lesson plans.

3. Is the curriculum aligned within the school and across grade levels? If no, what is the process for doing this? (i.e. all third grade math classes teach the same SOLs and the third grade classes are ready to be in fourth grade math in September)

Right now, we have focused on curriculum alignment in English and Math, grades 6-12. Teachers have met periodically with our curriculum consultant to develop curriculum and assessment maps. Next year, we will focus on social studies and science.

4. How are formative assessments used in your school?

There are a variety of formative assessments, including teacher observations, bell-ringer assessments, and questioning techniques. The results of these assessments are used to determine where extra assistance may be needed. The formative assessments will be listed on the teacher's lesson plans.

5. Do all teachers have a strong understanding of classroom management techniques? If not, how can that skill-set be developed?

No, but improvement has occurred. We will continue to work in this area. We have used a classroom management coach, peer observations, modeling, and administrative conferencing. We also have benefitted from Capturing Kids' Hearts. We plan to continue investigating different sources for classroom management strategies and have a consultant who is assisting with classroom management and providing workshops for teachers that need assistance.

D. External Support

1. How is the community supporting the improvement effort? What major hurdles to community involvement and support still exist?

We are working on the community support, but it is a continuous process. The Superintendent has started a community advisory community that can be used as a vehicle for communication. The geographic range of the community is a hurdle, with no community center evident. The majority of the community members are retired and have few connections to the school.

2. What community-based organizations are involved with the improvement effort? In what ways? How are those organizations aligned to the broader improvement plan?

The nature of the community reflects there are no major community-based organizations. The King and Queen Community Development Organization assist the Central High School Boosters program with facility upgrades and fund-raising efforts. A retired teachers organization exists, as does a King and Queen Resource Council. It might be possible to involve them in the improvements efforts.

3. Which external partners, service providers or other contractors will be re-hired for the upcoming school year? Why will their contracts be renewed?

Linda Staylor (ILP; Brenda Cowlbeck (Division Liaison – DOE); Brenda Spencer (Instructional Coach/Consultant); Kate Richmond (Principal Coach); Carol Beers, Representative for The College of William & Mary (LTP). As the school enters into the third and final year of this process, these players have developed a strong working relationship with the school administration, faculty, and superintendent. Additionally, strengths, weaknesses, and implementation needs have been identified and are in progress. A change in any of the above provider roles at this point would stagnate the implementation process.

4. How are parents supporting the improvement effort? In what ways are parents involved in the school and their children's education?

Parental support has been a continuing struggle. Staff members have contacted parents when there are instructional concerns and a telephone log has been kept. Other efforts have been a challenge. The principal has invited them for meetings and provided a meal as an incentive. Attendance was minimal.

5. In what other ways could parents be more involved?

We will use technology to get parents more involved and consider parent access to online grading, creation of teacher blogs, and instant messaging. The principal and staff will work through community churches to involve parents. In addition, our music teacher is developing a music boosters' club.

E. Staffing and Relationships

1. How are teachers given positions, classes & grades? Is this process getting the most skilled teachers in front of the right group of students? If not, how can the process be changed?

Positions and classes are assigned according to their qualification and certifications. Because the staff is so small, our emphasis is on getting highly skilled teachers in each of these classes.

2. How do you evaluate a teacher's quality throughout the year?

The teacher evaluation system requires frequent administrator observations. In addition, there are monthly walk-throughs of each teacher and peer observations conducted once a semester.

3. Describe how teachers are provided professional development.

Professional development is ongoing throughout the school year and offered via conferences, on-site classes, off-site classes, and during the school year. Our on-site classes have included reading and writing in the content areas and were taken by teachers across a variety of disciplines. It is strategically planned based on teacher needs as determined by observations, student performance, and expressed needs.

4. How is the principal evaluated? Who does he/she receive feedback (on his/her performance) from and how often?

The superintendent formally evaluates the principal on a board-approved evaluation system. In addition to continual feedback from the superintendent, he also receives frequent informal feedback from a coach and members of the Alternative Governance team.

5. What is the process for filling teacher vacancies? Is your school able to select teachers before other schools in the division? If not, why?

Once vacancies are determined, they are advertised on the division web site, on the state-approved web site and through the Virginia Employment Commission. Applications are received through these venues and through face-to-face recruiting efforts.   The Human Resources office screen applicants and forwards qualified applicants to the principal for review and determination of interviews.

6. How will professional development lessons/goals be determined for 2012-13?

They have been already determined at various meetings. These goals were determined after surveys, observation data, and informal discussions with staff. Also as Professional Learning Communities are implemented they will be identifying needed professional development.

7. How will any new teachers and staff (new to the school) be introduced to the philosophies, practices, and the differences of your school?

New teachers and staff are oriented to the school before the school year begins during a three-day orientation before school begins.

8. How do you define the relationships within the school's Leadership Team/Improvement Committee? How can it be improved?

This Alternate Governance Team is a collaborative team that meets monthly and openly expressed their concerns and opinions. Disagreements are not uncommon , but usually we try to resolve these issues. Alternative Governance Team members attend the Division Improvement Team meetings and share results and ideas among all schools. Reports have also been made to the School Board. The team has evolved through the phases of team development, including forming, storming, norming and performin

9. How do you define the relationship between the Lead Turnaround Partner and the principal? How can it be improved?

They have a collaborative, professional and cooperative relationship. They communicate face-to-face as well as through email. They talk through issues and come to consensus as the need arises.   They are respectful of each other's roles. A continual challenge is finding the time to talk and plan.

10. How do you define the relationship between the division liaison (Internal Lead Partner) and the principal? How can it be improved?

Respectful and open. The principal is receptive to the expertise of the ILP and recognizes the parameters of this role. (This has been a transition process but growth has occurred in this area. The ILP clearly recognizes the focus of the principal and has worked to develop a relationship of mutual respect and appreciation in order to guide change.

11. How do you define the relationship between the Lead Turnaround Partner and the division liaison (Internal Lead Partner)? How can it be improved?

They have a professional relationship that focuses on financial issues. They communicate regularly and are members of the governance team which works closely with each other. They are respectful of each other's roles.

F. Decision-making Process and Autonomy

1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?

It depends on the issue. Many of the efforts, such as professional development and teacher evaluation, the team discusses and reaches consensus on these efforts prior to making recommendations to the superintendent. In financial matters, the principal has the authority to make decisions on small purchases. For major purchases and/or contractual services, the Alternate Governance Team discusses and reaches consensus before and forwards to the superintendent and ILP for final approval.

2. Who makes the final decisions about the school's improvement plan? Should this person/person(s) be the decision-maker? Why or why not?

The Alternate Governance Team makes this decision. Yes.

3. What division policies were changed this year? (i.e. priority in filling teacher vacancies, exemptions from division PD sessions, school year/day adjustments)

The district moved from a six to nine week grading period. There were also changes in the Code of Conduct for the Division.

4. What policy barriers still exist to truly getting the school what it needs to succeed? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policy).

Grant guideline restrictions prevent the school from buying new textbooks because of the supplement vs supplant issue. Even though KQ has not had the funds to purchase new textbooks for all subjects, we are not able to purchase updated textbooks for social studies and other core areas.

G. Phase Out (only for Cohort 1, year 2)

1. What services should be maintained after SIG funds and supports end in 2013?

Instructional and administrative support should be maintained. This includes instructional coaches, the Dean of Students, district instructional leadership positions, and data specialists. It also includes ongoing professional development, and instructional software licenses and support.

2. How will the school prepare for the phase out of funds, supports, and services?

The district has a variety of services such as Achieve 3000, I-Station, coaching, and professional development. The district will carefully considering the benefits of each of these services. After this review, the district will make a determination on the services that we want to continue in a gradual phase out vs. the services we will end at the end of the grant period.

3. How will the district prepare for the phase out of funds, supports, and services?

The district has a variety of services such as Achieve 3000, I-Station, coaching, and professional development. The district will carefully considering the benefits of each of these services. After this review, the district will make a determination on the services that we want to continue in a gradual phase out vs. the services we will end at the end of the grant period.

4. Who needs to be involved in the phase out process? What roles does each player take?

The superintendent will work closely with the principal to ensure change is sustainable. Also, the superintendent will be identifying areas for "cutback" on service provider assistance to the principal and requiring the principal to assume those responsibilities. Additionally, the ILP will provide support to the superintendent and principal through this process.

5. What are your biggest fears about the phase out process?

Not being able to sustain the positive movement at the same time we are losing an incredible amount of support in finances and resources.   Our central office support is already minimal.

6. What supports from the state would be the most helpful during year 3?

Continue the timely response to questions and concerns. Continue to keep us informed of any new mini-grant opportunities or additional funding opportunities. Limiting new requirements during the 3rd year would be beneficial to successful school improvement planning. It would be helpful to have a calendar at the beginning of the year with certain days of the week set aside for meetings and/or webinars so that principals and administrators can more effectively plan their time in the building and district.

7. What supports from the state would be the most helpful after SIG funding ends?

Continue to keep us informed of any new mini-grant opportunities or additional funding opportunities as well as technical support for teacher evaluation and recruitment/retention of teachers.

PART III: GOAL SETTING

A. Please list 5 (SMART) goals for the summer:

Example: SOL mathematics curriculum, assessments and pacing will be revised at 100% of grade levels to ensure vertical alignment based on analysis of 2012-13 SOL results as evidenced by a summary analysis of results by grade level, specific realignments made in curriculum and pacing, and development of aligned sample assessments for standards of concern at each grade level.
(Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under the indicator to accomplish each goal.)

1	By August 31, 2012, 100% of teachers will have received training in Capturing Kids Hearts and will have developed a plan to implement Capturing Kids Hearts in classrooms for the upcoming school year as evidenced by sign in sheets. (I11)
2	By August 31, 2012, Alternate Governance Team members, along with representatives from each core academic area, will have developed a plan for implementing Professional Learning Communities for the upcoming school year as evidenced by written plan. (D5), (I10), (I5)
3	By August 31, 2012, % of teachers will have received training in cooperative learning strategies that engage students in classroom instruction and build an environment for student learning as evidenced by attendance sheets. (D5), (I10), (I5)
4	By August 31, 2012, the principal will have developed a plan for using data-based decision making in all core areas by scheduling monthly data talks with department members and implementing a data room that posts student progress by department as evidenced by team minutes. (G3)
5	By August 31, 2012, the English and math departments will have completed curriculum mapping and pacing guides for grades 6-12 to ensure vertical alignment among the grade levels and to address achievement gaps evidenced by 2012 SOL testing as evidenced by written documents. (K8)

B. Please list 3 (SMART) goals for the first 30 days of the upcoming school year:

Example: Grade level math teachers will increase their use of formative assessments by 25% to drive instruction as evidenced by weekly formative assessment plans submitted to principal by first week of school for the first 6-weeks, inclusion of formative assessment strategies in lesson plans, associated data-driven decisions in teacher grade-level meeting minutes, and observed implementation.
(Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)

1	By October 15, 2012, the principal will hold at least one principal/English or math teacher meeting for each core area to ensure that curriculum mapping and pacing guides are being used to inform instruction as evidenced by meeting minutes and agenda. (K8)
2	. By October 15, 2012, school administrators will ensure that 100% of attendance/disciplinary issues are being addressed promptly and that teachers and parents are informed of action taken as evidenced by written disciplinary referral containing actions taken. (K11)
3	By October 15, 2012, the principal will ensure that all teachers are utilizing the standard Lesson Plan Form and that lesson plans submitted to the principal each week serve as documentation, and written feedback is given to teachers each week. (K4)

C. Please list 5 (SMART) goals for the upcoming school year:

	Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)
1	By June 30, 2013, the principal and core teachers will ensure that English and math scores meet the identified benchmarks for AYP and SOL accreditation as evidenced by school report card. (K4)
2	By June 30, 2013, the principal will ensure that data-driven decision making informs instructional decision making in all core areas through documented monthly principal/teacher data talks as evidenced by department team minutes. (G3)
3	By June 30, 2013, 100% of teachers will receive principal feedback three times per month on instructional practices as based on informal observations by administration using the walk-throughs as evidenced by the walk-through observation form. (H2)
4	By June 30, 2013, the principal will ensure that curriculum mapping and informed instructional strategies are in place in each core class as evidenced by student engagement in lessons, student success on assessments, and curriculum documents. (K6), (K8)
5	By June 30, 2013, 100% of lesson plans will evidence research based strategies such Professional Learning Communities, Capturing Kids Hearts, and cooperative learning. (I7), (K9)

PART IV: SCHOOL PLAN TO MONITOR INTERVENTIONS AT THE SCHOOL-LEVEL

Based on the analysis of the school's academic achievement and intervention data collected during the 2011-12 school year, provide a detailed tiered approach to interventions to support student achievement that will be implemented in the school improvement plan as it is developed. Describe specific interventions being put in place as a result of the data analysis.

The description of the intervention for each group should include the following elements:
   a.   targeted group; intervention description;
   b.   intervention provider;
   c.   frequency and amount of time for each tier; and,
   d.   description of how the intervention will be monitored.

See the sample provided.

SAMPLE RESPONSE

Students who are at-risk of failing a mathematics SOL	
Tier 2	5th grade math teachers will work collaboratively to develop a list of activities on the math remediation software (intervention description) for the highly qualified paraprofessional (intervention provider) to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment (targeted group) during the first 9 weeks in lieu of specials 3 days per week for 40 minutes (frequency and time). Teachers will review results from remediation software reports bi-weekly (monitoring).
Tier 3	5th grade math teachers will work collaboratively with math specialist to analyze lesson plans and instructional strategies used during instruction of Measurement and Geometry to develop hands-on activities for daily intervention small group pull-out (intervention description). The licensed Title I teacher (intervention provider) will address specific skills identified in the strand for the targeted population 5 days/week for 40 minutes (frequency and time). Teachers will review results of ARDT strand tests as they are completed in accordance with student's remediation timeline (4 weeks at minimum) (monitoring).

Part IV (a): **Interventions for students who are at-risk of failing a reading SOL**	
Tier 2	- Reading Tier 2 students will participate in Achieve 3000 reading program during intervention periods twice a week for 52 minutes per period monitored by highly qualified teachers who are trained in Achieve 3000. - All 8th grade Tier 2 students will enroll in a 12 week Achieve 3000 reading program for 52 minutes per day during 7th period monitored by the Dean of Students. The 8th grade English teacher's duty is to work with Tier 2 students during this period. - English teachers will use Active Expressions during the after school program for Tier 2 at-risk students in danger of failing English. The after school program runs three days a week for 90 minutes each day.
Tier 3	- Reading Tier 3 students will participate in Achieve 3000 reading program during intervention periods twice a week for 52 minutes per period monitored by highly qualified teachers who are trained in Achieve 3000. - All 8th grade students will enroll in a 12 week Achieve 3000 reading program for 52 minutes per day during 7th period monitored by the Dean of Students. The 8th grade English teacher's duty is to work with Tier 3 students during this period. - English teachers will use Active Expressions during the after school program for Tier 3 at-risk students in danger of failing English. The after school program runs three days a week for 90 minutes each day.
Part IV (b): **Interventions for students who are at-risk of failing a mathematics SOL**	
Tier 2	Math Tier 2 students will participate in math remediation during intervention periods twice a week for 52 minutes per period monitored by highly qualified teachers using approved math online software and instructional resources.

	• Math teachers will use hands-on manipulatives and Active Expressions (student response systems) during the after school program for Tier 2 at-risk students in danger of failing math. The after school program runs three days a week for 90 minutes each day. • ~~Math Department will show Tier 2 students videos of enhanced math test taking options provided by DOE during the first six weeks of the school year.~~
Tier 3	• Math Tier 3 students will participate in math remediation during intervention periods twice a week for 52 minutes per period monitored by highly qualified teachers using approved math online software and instructional resources. • Math teachers will use hands-on manipulatives and Active Expressions (student response systems) during the after school program for Tier 3 at-risk students in danger of failing math. The after school program runs three days a week for 90 minutes each day. • ~~Math Department will show Tier 3 students videos of enhanced math test taking options provided by DOE during the first six weeks of the school year.~~

Part IV (c): **Interventions for students who are identified for PALS intervention (K-3), if applicable**	
Tier 2	
Tier 3	

Part IV (d): **Interventions for students who failed the SOL reading assessment in the previous year not identified above**	
Tier 2	• Tier 2 senior students will receive remediation during intervention periods twice a week for 52 minutes per day by highly qualified English teachers. Students will be retested during the fall testing window. • If Tier 2 senior students don't pass the fall SOL test, they will receive remediation during intervention periods twice a week for 52 minutes per day by highly qualified English teachers. Students will be retested during the spring testing window. • If Tier 2 senior students fail the fall and spring SOL reading assessments will participate in the "Project Graduation" remediation program in May provided by highly qualified English teachers for four days a week for three hours a day. If Tier 2 students don't pass the first week they continue for an additional week of remediation and testing. • Tier 2 8th grade students who failed the spring SOL test will be recommended to attend a summer school reading program for four days a week, four weeks, and for 5 hours per day. The program is monitored by highly qualified English teachers and a media specialist.
Tier 3	• Tier 3 senior students will receive remediation during intervention periods twice a week for 52 minutes per day by highly qualified English teachers. Students will be retested during the fall testing window. • If Tier 3 senior students don't pass the fall SOL test, they will receive remediation during intervention periods twice a week for 52 minutes per day by highly qualified English teachers. Students will be retested during the spring testing window. • If Tier 3 senior students fail the fall and spring SOL reading assessments will participate in the "Project Graduation" remediation program in May provided by highly qualified English teachers for four days a week for three hours a day. If Tier 3 students don't pass the first week they continue for an additional week of remediation and testing. • Tier 3 8th grade students who failed the spring SOL test will be recommended to attend a summer school reading program for four days a week, four weeks, and for 5 hours per day. The program is monitored by highly qualified English teachers and a media specialist.

Part IV (e): **Interventions for students who failed the SOL mathematics assessment in the previous year not identified above**	
Tier 2	- Tier 2 students will receive remediation during intervention periods twice a week for 52 minutes per day by highly qualified math teachers. Students will be retested during the fall testing window. - If Tier 2 students don't pass the fall SOL test, they will receive remediation during intervention periods twice a week for 52 minutes per day by highly qualified math teachers. Students will be retested during the spring testing window. - If Tier 2 students fail the fall and spring SOL math assessments will participate in the "Project Graduation" remediation program in May provided by highly qualified math teachers for four days a week for three hours a day. If Tier 2 students don't pass the first week they continue for an additional week of remediation and testing. - Tier 2 8th grade students who failed the spring SOL test will be recommended to attend a summer school math program for four days a week, four weeks, and for 5 hours per day. The program is monitored by highly qualified math teachers.
Tier 3	- Tier 3 students will receive remediation during intervention periods twice a week for 52 minutes per day by highly qualified math teachers. Students will be retested during the fall testing window. - If Tier 3 students don't pass the fall SOL test, they will receive remediation during intervention periods twice a week for 52 minutes per day by highly qualified math teachers. Students will be retested during the spring testing window. - If Tier 3 students fail the fall and spring SOL math assessments will participate in the "Project Graduation" remediation program in May provided by highly qualified math teachers for four days a week for three hours a day. If Tier 3 students don't pass the first week they continue for an additional week of remediation and testing. - Tier 3 8th grade students who failed the spring SOL test will be recommended to attend a summer school math program for four days a week, four weeks, and for 5 hours per day. The program is monitored by highly qualified math teachers.

Part V: BUDGET (LEA SCHOOL)

Budget Summary

School Improvement Grant (SIG) funds may be expended on any allowable expense as described in the Guidelines for School Improvement Grant Application document. School Improvement Grant funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected intervention model(s). The LEA must submit the following:

  a.   For the school served with SIG funds, a budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies.
  b.   For the school served with SIG funds, a detailed narrative describing the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives.

See following pages for budget form(s).

Budget Expenditure Code Definitions

These expenditure codes are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are <u>examples only</u>.   For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

1000   Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000   Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000   Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

4000   Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intra-governmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

5000   Other Charges - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.

6000   Materials and Supplies - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under $5,000, unless the LEA has set a lower capitalization threshold.   Therefore, computer equipment under $5,000 would be reported in "materials and supplies."

8000   Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than $5,000 unless the LEA has set a lower capitalization threshold.

Part V (a): School Budget Summary

In the chart below, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Provide the school name and identify the correct cohort. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building.

SCHOOL NAME: Central High School				COHORT II ☐ COHORT I ☒	
	Year 1: 2011-2012 (includes pre-implementation period)			2012-2013	
Expenditure Codes	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds
1000 – Personnel	Division Expenses $97,480	Division Expenses $97,480	Other: $	Division Expenses $97,480	Other: $29,500
	School Expenses $75,500	School Expenses $75,500		School Expenses $117,500	
2000 – Personnel	Division Expenses $29,244	Division Expenses $29,244	Other: $	Division Expenses $34,118	Other: $2,345
	School Expenses $22,650	School Expenses $22,650		School Expenses $41,125	
3000 – *Purchased Services*	Division Expenses $25,000	Division Expenses $25,000	Other: $	Division Expenses $25,000	Other: $5,000
	School Expenses $445,636	School Expenses $445,636		School Expenses $436,936	
4000 - Internal Services	Division Expenses $0	Division Expenses $0	Other: $	Division Expenses $0	Other: $
	School Expenses $0	School Expenses $0		School Expenses $0	

Category	Division/School	Amount	Amount	Other:	Amount	Other:	Amount
5000 - Other Charges	Division Expenses	$25,000	$20,000	Other: $	Division Expenses $5,000	Other: $	
	School Expenses	$44,776	$49,776		School Expenses $27,000		
6000 - Materials and Supplies	Division Expenses	$0	$0	Other: $	Division Expenses $0	Other: $5,000	
	School Expenses	$140,375	$74,075		School Expenses $55,202		
8000 – Equipment/ Capital Outlay	Division Expenses	$0	$0	Other: $	Division Expenses $0	Other: $	
	School Expenses	$0	$0		School Expenses $0		
Total	Division Expense	$176,724	$171,724	Other: $	Division Expenses $161.598	Other: $41,845	
	School Expenses	$728,937	$667,637		School Expenses $677,763		
					Total Division Expenses $161,598		
					Total School Expenses $677,763		
					TOTAL $839,361		

Part V (b): School Budget Narrative

In the chart below, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code.

SCHOOL NAME: SAMPLE	COHORT II ☒	COHORT I ☐

1000 – Personnel (Use as much space as necessary.)
Math Instructional Coach ($36,000, SIG); Teacher Stipends (15 K-3 teachers @ $1000/teacher over 5 days) for summer math curriculum and assessment development ($15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @$75 over 30 weeks) ($10,125, SIG)

Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI)

SCHOOL NAME: Central High School	COHORT II ☐	COHORT I ☒

1000 – Personnel (Use as much space as necessary.)
Teacher Stipends for working on curriculum and attending workshops in the summer ($7,000 SIG), Substitute teachers for teachers working on vertical alignment of curriculum ($5,000 SIG), Dean of Student (65,500 SIG), Part-time Instructional Director ($40,000 SIG), Information Technology Resource Specialist ($45,000 SIG), and Part-time School Improvement Clerk ($12,480 SIG), Math Tutor for summer, fall and spring ($20,000 SIG) and EnglishTutor for summer, fall and spring ($20,000 SIG).
 TOTAL in 1000 = $214,980   Other Funds: 21st CCLC Teachers $25,000; Project Graduation Teachers $4,500

2000 -Employee Benefits (Use as much space as necessary.)
Benefits for all employees in object code 1000 ($78,743 SIG)
TOTAL in 2000 = $75,243   Other Funds: 21st CCLC FICA $2,000; Project Graduation FICA $345

3000 - Purchased Services (Use as much space as necessary.)
External Lead Partner – College of William and Mary ($175,000 SIG), Instructional Consultants- ($95,000 SIG), Division Liaison – ($50,000 SIG), Internal Lead Partner _($43,000 SIG), IStation- ($6,500 SIG), Datacation ($500 SIG), ARPT Testing ($1,136 SIG), Tuition for Teachers ($10,000 SIG), Professional development and workshops for teachers and staff ($30,000 SIG), On-line reading program (ACHIEVE 3000) and professional development for the program ($39,000 SIG), On-line math program such as Study Island or Insight Learning Technology($11,800 SIG) (We are in the process of reviewing software for mathematics.)
TOTAL in 3000 =$461,936   Other Funds: Title IIA PD for Achieve 3000 $5,000

4000 - Internal Services (Use as much space as necessary.)

5000 - Other Charges (Use as much space as necessary.)
Travel for teachers and staff to meetings and workshops and to class for teachers ($15,000 SIG), Travel for Division Liaison and Internal Lead Partner to attend meetings and workshops ($5,000 SIG); Travel for students for field trips for incentives ($12,000 SIG).
TOTAL in 5000 = $32,000

6000 - Materials and Supplies (Use as much space as necessary.)

Math software, math manipulates, and assisted technology tools for math ($20,000 SIG), materials and supplies for parent, community activities and student incentives (NO gift cards) ($10,000 SIG), instructional materials and supplies for classrooms including technology tools ($25,202 SIG)

TOTAL in 6000= $55,202   Other Funds: 21st CCLC supplies/materials $5,000

8000 – Equipment/Capital Outlay (Use as much space as necessary.)

Combined Division-Level Budget Summary for ALL (Tier I and Tier II) Schools the LEA Commits to Serve
(<u>ONE PER DIVISION</u>, NOT PER SCHOOL)

Although this form is included in each school-level application, complete only **one** <u>Division-Level Budget Summary </u>for ALL (Tier I and Tier II) schools in the division.

PART VI

Combined Division-Level Budget Summary for ALL (Tier I and Tier II) Schools the LEA Commits to Serve (<u>ONE PER DIVISION</u>, NOT PER SCHOOL)
In the chart below, include a budget summary of expenditures for activities designed to support implementation of the selected school intervention model(s) in the LEA's Tier I and Tier II schools under the appropriate cohort .

Expenditure Codes	Year 1: 2011-2012 (includes pre-implementation period)			Cohort II ONLY Year 2: 2012-2013		Cohort I ONLY Year 3: 2012-2013	
	Pre-implementation (SIG Funds)	SIG Funds	Other Funds	SIG Funds for Cohort II ONLY	Other Funds	SIG Funds for Cohort I ONLY	Other Funds
1000 - Personnel	$	$	$	$	$	$	$
2000 - Employee Benefits	$	$	$	$	$	$	$
3000 - Purchased Services	$	$	$	$	$	$	$
4000 - Internal Services	$	$	$	$	$	$	$
5000 - Other Charges	$	$	$	$	$	$	$
6000 - Materials and Supplies	$	$	$	$	$	$	$
8000 – Equipment/ Capital Outlay	$	$	$	$	$	$	$
Total	$	$	$	TOTAL Cohort II <u>SIG</u> Funds Only $	Total Other Funds $	TOTAL Cohort I <u>SIG</u> Funds Only $	Total Other Funds $

Application Submission
Applications are due on Friday, June 1, 2012.

The application must be submitted to the Office of School Improvement via the Virginia Department of Education's
Single Sign-On for Web Systems (SSWS) Drop Box from the division's Superintendent's office to
Janice Garland
by Friday, June 1, 2012.
In the subject line, indicate the division name and application type (e.g., Norfolk SIG 2012_2013 Continuation Application).

(If there is a need for a drop box user name and password, please contact the division's SSWS division administrator.)
Retain the original application with the Superintendent's signature in the division's files.